

National Curriculum Objectives	Year: 6
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Autumn

<b>English:</b> See Medium Term Planning Sheet.		<b>Maths:</b> See medium term planning sheet.	
<b>Science:</b> Animals including humans <ul style="list-style-type: none"> <li>identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood</li> <li>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul> All living things <ul style="list-style-type: none"> <li>describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</li> <li>give reasons for classifying plants and animals based on specific characteristics.</li> </ul>		<b>History:</b> <b>How has crime and punishment changed through British History?</b> Artist to study - Guiseppe Archimboldo. <u>End Product:</u> Fruit portraits - link to medieval punishment.  <b>British History (taught chronologically) - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</b> For example: - the changing power of monarchs using case studies such as John, Anne and Victoria <ul style="list-style-type: none"> <li>changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20<sup>th</sup> Century</li> </ul>	
<b>Music:</b> <ul style="list-style-type: none"> <li>Perform with control and expression in solo and in ensemble contexts.</li> <li>Improvise and compose music using the dimensions of music e.g. pitch, duration, dynamics, tempo and structure.</li> <li>Listen with attention to detail and recall with increasing aural memory.</li> <li>Use and understand the basics of staff notation.</li> <li>Develop an understanding of the history of music, including great musicians and composers.</li> </ul>	<b>D&amp;T: Design</b> <ul style="list-style-type: none"> <li>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <b>Make:</b> <ul style="list-style-type: none"> <li>select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately</li> </ul> <b>Evaluate</b> <ul style="list-style-type: none"> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul> <b>Technical knowledge</b> <ul style="list-style-type: none"> <li>understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages</li> <li>apply their understanding of computing to programme, monitor and control their products.</li> </ul>	<b>Art:</b> <ul style="list-style-type: none"> <li>Use sketchbooks to collect, record, evaluate and revisit ideas and observations.</li> <li>Improve mastery of techniques such as drawing, painting and sculpture using a range of materials.</li> <li>Learn about great artists, architects and designers in history.</li> </ul>	

Spring

<b>English:</b> See Medium Term Planning Sheet.		<b>Maths:</b> See Medium Term Planning Sheet.	
<b>Science:</b> Evolution and inheritance <ul style="list-style-type: none"> <li>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> </ul>		<b>History:</b> <b>Who were the Mayans?</b> (Ancient civilisations)  <b>Who were the Victorians?</b> Trip to the Black Country Museum.	<b>Geography:</b> Links to Geographical understanding through studying the Mayans and the Victorians.

<ul style="list-style-type: none"> <li>• identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul>		
<p><b>Music:</b></p> <ul style="list-style-type: none"> <li>• Perform with control and expression in solo and in ensemble contexts.</li> <li>• Improvise and compose music using the dimensions of music e.g. pitch, duration, dynamics, tempo and structure.</li> <li>• Listen with attention to detail and recall with increasing aural memory.</li> <li>• Use and understand the basics of staff notation.</li> <li>• Develop an understanding of the history of music, including great musicians and composers.</li> </ul>	<p><b>D&amp;T:</b></p>	<p><b>Art:</b></p> <ul style="list-style-type: none"> <li>• Use sketchbooks to collect, record, evaluate and revisit ideas and observations.</li> <li>• Improve mastery of techniques such as drawing, painting and sculpture using a range of materials.</li> <li>• Learn about great artists, architects and designers in history.</li> </ul>

<p><b>English:</b> See Medium Term Planning Sheet.</p>	<p><b>Maths:</b> See Medium Term Planning Sheet.</p>	
<p><b>Science:</b> Electricity</p> <ul style="list-style-type: none"> <li>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</li> <li>use recognised symbols when representing a simple circuit in a diagram. understand that light appears to travel in straight lines</li> </ul> <p>Light</p> <ul style="list-style-type: none"> <li>use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> <li>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes.</li> </ul>	<p><b>Geography:</b> <b>Explorers.</b> Goldsworthy – art in nature? <b>End Product:</b> Create a David Attenborough style film based upon the local area. Trip to the Lickey Hills County Park for a rangers talk &amp; orienteering.</p>	<p><b>Geography:</b> <b>Explorers.</b> Trip to the Lickey Hills County Park for a rangers talk &amp; orienteering.<b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>
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